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ABSTRACT

One of several investigations comprising a study of students' needs related to school vocational services in a three-county area, the document reports the results of a survey designed to include all senior high school teachers in 10 schools. The questionnaire is a 21-item instrument developed to provide information on the extent to which teachers are emphasizing career implications in their courses of study. The content of the survey includes the following areas: (1) job-seeking skills information; (2) career opportunities; (3) career information; and (4) career placement. The data obtained will be used for career education program development; they are presented in four tables, each followed by a one- or two-page analysis. Brief summaries of the results and six recommendations to help high school teachers effectively prepare students for the world of work conclude the document. (AJ)

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RESULTS OF THE HIGH SCHOOL TEACHER SURVEY QUESTIONNAIRE

CAREER EDUCATION PROJECT

in implementing a

JOB DEVELOPMENT, PLACEMENT AND FOLLOW-UP

PROGRAM

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PREFACE

Career education is designed to prepare students for the attache case professions as well as lunch box occupations. American schools are producing too many youngsters who qualify neither for a job nor for college. Many high school graduates go on to college only because they haven't the vaguest idea of what else to do.

Career education is designed to give every youngster a genuine choice as well as the intellectual and occupational skills necessary to back it up. Career education is not merely a substitute for "vocational education" or "general education," or "college-preparatory education." Rather, it is a blending of all three into an entirely new curriculum. The fundamental concept of career education is that all educational experiences--curriculum instruction, and counseling--should be geared to preparation for economic independence, personal fulfillment, and an appreciation for the dignity of work.*

Career education will eliminate the artificial separation between things academic and things vocational. Three factors will distinguish career education from traditional vocational education; it will be offered as part of the curriculum of all students; it will permeate the entire spectrum of a youngster's education, from kindergarten through high school; and it will offer a much wider range of occupational choices than are now available in regular vocational education programs . . . .

Thus, career education will demand no permanent bondage to a single career goal. Rather, it will reveal to students the great range of occupational options open to them and help them develop positive attitudes toward work.

*Sidney P. Marland, Jr., former United State Commissioner of Education

INTRODUCTION

An Employee Relations Manager from one of Dallas's leading corporations voiced business and industry support for career education in area school counselors/administrators held at State Fair Community College. Mr. Russell Woodyard from Ling Corporation in his speech on, "Impressions of High School Graduates' Job Seeking Skills" recommended that teachers at all levels of education provide specific training in the techniques of seeking, applying for, and securing a job where their specific skills, talents, and abilities can be utilized. His recommendations included:

1. Assisting students in determining the kind of job that corresponds with their interests and abilities.

2. Providing assistance to students in filling out job applications and developing adequate job interview behavior.

3. Making students aware of kinds of interviewers questions.

4. Helping students gain more information about the businesses and industries to which students seek employment.

5. Assisting students in developing the "right" attitude toward the world of work, i.e. shift work, regular hours or weekend work, company loyalty, pride in one's work, responsibility to self and company.

6. Helping students develop more positive view of self.

In conclusion, Mr. Woodyard stated that business and industry is willing to work closely with school personnel in the establishment and the operation of a comprehensive career education program designed to help students make a successful transition from school to work.

For teachers who feel that they simply do not have time to teach the substantive content they know their students should be getting, one answer might be that the time teachers spend toward motivating students toward studying the course content could be spent in emphasizing the career implications of the subject matter.

From the results of the survey questionnaires completed by 130 high school teachers in the ten cooperating school districts involved in the Career Education Project, some teachers are emphasizing the career implications of their subject matter which they seek to help their students learn.

It is obvious for all teachers, not only for the 130 who completed the survey questionnaire, that one of the ultimate goals of education is to give students experiences that prepare them to participate in the full range of life's activities found in modern society.

FINDINGS FROM ANALYSIS AND INTERPRETATION OF HIGH SCHOOL TEACHERS RESPONSES TO THE SURVEY QUESTIONNAIRE FOR THE CAREER EDUCATION JOB PLACEMENT PROGRAM

Need for High School Teacher Survey Questionnaire

The purpose of this study is to analyze, interpret, and draw conclusions from the responses to a survey questionnaire of 130 high school faculty members from nine* local school districts in Boston, Pettis and Saline counties.

All high school faculty members in the nine participating schools in the Career Education Job Development, Placement and Follow-up Program were included in the study. Survey questionnaires were sent to administrators/counselors in September 1973 for distribution. A total of 130 survey questionnaires were returned by December 12, 1973 and tabulated by the Job Placement Specialist in the Career Education Project located at State Fair Community College.

The data gathered from area secondary teachers will be used as follows:

1. To obtain information useful in establishing a baseline for implementation of job development and job placement and job placement activities within area schools.

2. To obtain information as to the extent secondary teachers in area schools are emphasizing career implications in their courses of study.

3. To provide information for use by academic faculty members, administrators and counselors in designing new programs or in curriculum modification and changes.

4. To survey the extent and need for occupational information for high school students in assisting them in vocational career-making decisions.

5. To provide data for the career education program's development, implementation, and evaluation.

Statement of the Problem

The Job Development, Job Placement and Follow-up Program is an exemplary project in vocational education that includes ten cooperating high schools located in a three-county area. The program is designed to prepare high school seniors and early school leavers to make a positive transition from high school to suitable employment or post-secondary training.

*Survey questionnaires from Sacred Heart unavailable.

The problem of a fifth study is to determine the students' need for some job seeking skills information, career placement services, occupations and career information, and the future in defense integration of world of work information within courses of study in some high schools.

The data was gathered by use of the High School Teacher Survey Questionnaire, Career Information/School Placement Service.

Procedure for Collecting the Study

Five areas were a minimum for developing the procedure used in conducting the study within each of the nine participating schools included in the survey. Students were included:

1. Developing the Survey Instruments
2. Treatment and Use of the High School Survey Questionnaire
3. Delineating the Respondents
4. Collaboration of Data
5. Analysis and Interpretation of the Data

Developing the A Survey Questionnaire

The High School A Survey Questionnaire was designed by the Placement Specialist. Eighty Tribal Students were inspected to check activities and/or instruments being provided or being planned to preparing students for the world of work.

Content and Use of the Survey Questionnaire

The High School A Survey Questionnaire is a 50 item instrument developed to provide information as to the extent accessing students in some schools are emphasizing career implications in their courses of study. The content of a the survey included the following areas:

1. Job Seeking Skills Information
2. Career A Opportunities
3. Career A Information
4. Career A Placement

Data obtained further the survey will be used for the career education program development, implementation and evaluation.

Selecting the Respondents

The survey was a designed to include all senior high school students in the following schools:

[illegible]

[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]
[illegible]	[illegible]

A total of [illegible] senior high school students was included in the survey with approximately [illegible] percent of the [illegible] senior high school students [illegible] the [illegible] population.

Collection of Data

Questions asked about the questionnaire was administered to some students, some of the whole [illegible] in the survey, including [illegible] attitude, that the content of some questions did not seem applicable to [illegible] situations, and the possibility that some [illegible] may have [illegible] a questionnaire that they have [illegible] of the program may be [illegible] different [illegible] to be considered.

As difficult was made by the author to explain to respondents the [illegible] of the [illegible] program and the [illegible] in filling that [illegible] the survey questionnaire through use of an [illegible] given [illegible] to the survey.

[illegible] aggregation of a [illegible] through [illegible] of the [illegible] not [illegible]. [illegible] questions could [illegible] further [illegible] or [illegible] the [illegible].

It is important for the reader to keep [illegible] in mind when [illegible] the [illegible] that follow.

[illegible]

[illegible]

Table 1

JOB SEARCH SKILLS INFORMATION	Teaching Sets Introduction, Text	Number of Students [illegible]	Percent of Students [illegible]
1. [illegible]	[illegible]	[illegible]	[illegible]
2. [illegible]	[illegible]	[illegible]	[illegible]
3. [illegible]	[illegible]	[illegible]	[illegible]
4. [illegible]	[illegible]	[illegible]	[illegible]
5. [illegible]	[illegible]	[illegible]	[illegible]
6. [illegible]	[illegible]	[illegible]	[illegible]
7. [illegible]	[illegible]	[illegible]	[illegible]
8. [illegible]	[illegible]	[illegible]	[illegible]
9. [illegible]	[illegible]	[illegible]	[illegible]
10. [illegible]	[illegible]	[illegible]	[illegible]

[redacted]

[redacted]

[redacted]

[illegible]

[illegible]

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

[illegible]

(Table 1)

[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]
[illegible]	[illegible]	[illegible]

ANALYSIS OF THE DATA FROM THE HIGH SCHOOL TEACHER SURVEY QUESTIONNAIRE PERTAINING TO CAREER INFORMATION

Adequate career decisions can be made only when information about occupational alternatives, the changing nature of work, educational requirements, and procedures for job entry is easily accessible.

Providing students with information for self-evaluation with respect to career information cannot be left to chance, but should be an on-going instructional activity within the school curriculum.

Responses indicate that 30 percent of the teachers arrange field trips to various business and industries for their students while 26.1 percent invite representatives who hire graduates to speak to students in their classes.

In response to having a list of free and inexpensive visual materials related to occupations for use in the classroom 12.4 percent of the teachers maintain they have a bibliography and 15.5 percent state they provide current trade journals and publications for use by their students.

Only 3.1 percent of those teachers included in the survey indicate they have used tape recorded interviews with employers, personnel managers, and school graduates concerning job requirements and job descriptions.

Pretest Percentages of Responses for High School Teachers on the Job Placement Service Survey Questionnaire.

Table 4

CAREER PLACEMEMT ACTIVITIES	Number of Teachers N=130	Percent of Teachers N=130
5. Job reference requests from employers of students skills and classroom performance in relation to job placement.	29	22.4
12. Actively assist students in finding full-time jobs.	14	19.1
13. Lists of employers with whom you have solicited jobs and conducted placement activities.	16	12.4
19. Survey students interested in particular types of work and those in need of employment assistance.	16	12.4
20. Inform prospective employers of students to be graduated.	13	10.0
21. Frequent contact with the local state employment office for information on jobs, training programs or current and projected employmdnt opportunities.	4	3.1

ANALYSIS OF THE DATA FROM THE HIGH SCHOOL TEACHER SURVEY QUESTIONNAIRE PERTAINING TO CAREER PLACEMENT

Offering career placement information and assistance are becoming part of the "team concept" which involves the total school faculty. The rationale for establishing this important function, for restructing our educational practices, for becoming more accountable and for developing strategies for change and innovation in school programs is broading the opportunities offered to students and projecting a more positive image of the school.

Responses indicated that 19.1 percent of the teachers surveyed actively assist students in finding full-time jobs while 12.4 percent maintain a list of employers with whom they have solicited jobs and conducted job placement activities.

Table 4 indicates that 22.4 percent of the high school teachers provide employers with references concerning students skills and their classroom performance in relation to job placement activities.

In response to the item, "Do you survey students interested in particular types of work and those in need of employment assistance?", 12.4 percent maintain they have conducted student surveys while 10 percent indicate they have informed prospective employers of students to be graduated.

Few teachers surveyed make use of information on career opportunities or job placement services provided by local public service agencies. Responses indicated that 3.1 percent maintain frequent contact with their local State Employment Office for information on jobs, training programs, or current and projected employment opportunities.

Summary

In the survey of area high school teachers, an attempt was made to determine what this group educators felt they were contributing to the preparation of their students for the world of work. In order to obtain information concerning existing classroom activities/instructions already being provided on a formal or informal basis in nine of the ten participating schools, high school teachers were asked to complete a 21 item questionnaire covering four areas. These categories include:

1. Job Seeking Skills Information
2. Career Opportunities
3. Career Information
4. Career Placement Activities

Career education has proclaimed the importance of emphasizing education as preparation for work. Its underlying assumption is that a great need exists for helping students discover a relation between what they will do in the world of work, what opportunities exist, how they can go about seeking their career goals, and the assistance they need in obtaining their goals after leaving school.

There is nothing new about the basic emphasis and assumption of career education in our educational philosophy. The only thing new is the recognition of its growing importance for the employment-bound and the need for changes in attitudes in emphasizing the career implications of subject matter content. In making the course content of any subject meaningful with respect to how students might use the knowledge in their latter vocational lives, a teacher is emphasizing career implications of his subject matter and helping his students in preparation for the world of work.

Job Seeking Skills Information

Most teachers recognize the importance of the initial impression made by a job applicant during the interview with a prospective employer. Adequate job interview skills, clarity of the job application, personal appearance, and handling the employment interviewer's questions are only a few of the important job seeking skills that high school students need to acquire.

An effective transition from school to work is becoming increasingly more difficult for a number of high school graduates. This is evident from the fact that unemployment among youth in the labor force is two to three times that of the national rate and is steadily rising. One of the reasons for this high unemployment rate is the lack of development of adequate job seeking skills or preparation for the initial entry into the world of work.

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Of the eight items in table 1, the one selected by most of the area high school teachers included in job seeking skills information was the item on using classroom units concerning career education. Fifty-two high school teachers (40%) of the 130 teachers included in the survey maintain they have provided classroom units on career development, which include job seeking skills or job interview skills.

Career Opportunities

Students decisions made in the process of career development are based largely on available information about opportunities for jobs. The adequacy of a student's career decision can be assumed to be in direct relationship to the accessibility and quality of available information on career opportunities. Since persistent changes in technology and society or rapidly modifying career opportunities, career planning is becoming an increasingly complex process for students contemplating entry into the working world. Over 25% of todays workers are employed in occupations that were non-existent 25 year ago.*

Over 40,000 specific job titles are listed in the 1965 Dictionary of Occupational Titles. Not only are the careers from which students may choose growing in multiplicity, but the matter is complicated by the fact that many career opportunities are characterized by lack of visibility by non-urban youth. Consequently, students, if unaided, can hardly be expected to acquire an accurate understanding of the complexities of occupational life.

A significant number of teachers indicated that they provide students with information on career opportunities by use of classroom bulletin boards, brochures describing job opportunities, and by announcing to their students information on job requests and opportunites.

Career Information

Decisions in the process of career information, development and selection are among the most important decisions youth must make. Yet, our society frequently imposes choice points in the lives of youth without providing adequate information about such choices or means of understanding, exploration and human development.

Career decisions can only be as adequate as the information about self and the occupational world on which they are based. Classroom teachers (30%) included in the survey have arranged field trips to various local businesses and industries for their students. Other teachers (26.1%) have invited representatives who hire area high school graduates from various businesses and industries to speak to their students.

*U. S. Department of Labor, Bureau of Statistics

Career Placement

Approximately 47.8 percent of the seniors in the ten cooperating schools will continue on to higher degree programs after high school graduation, but for the majority, a high school diploma is the symbol to proceed immediately into a work situation. Without offering each student, whether graduate or drop-out, proper job preparation, selection and assistance, many will not locate appropriate and satisfying jobs. Some students often accept jobs which underutilize their full abilities. They may wander aimlessly from job to job or become an unemployment statistic.

Any effective positive transition from one institutional environment to another requires not only preparation, but also the implementation of activities prior to the effected change. Therefore, job as college and universities offer placement services and arrange interviews for seniors prior to graduation, similar procedures should be offered youth planning to enter the labor market upon graduation from high school. Just as professors often help their students find suitable and meaningful employment, classroom teachers can also actively assist their students in finding full-time jobs.

Responses to the items in Table 4 concerning career placement activities, 19.1 percent of the classroom teachers surveyed maintain they help their students find full-time jobs while 10 percent inform prospective employers of students to be graduated.

For an effective school job placement program, a team concept approach in which there is utilization of the counseling staff, classroom teachers, administrators, and students should be an on-going activity with each high school. The establishment of a job development, placement or follow-up program is not what one counselor or one teacher can do, but what the "team" can do in a cooperative effort in helping youth in seeking and finding that all important first job.

Conclusions and Recommendations

As significant, lasting changes have come more quickly to American education. Those changes that have come more rapidly have coincided with infusion of federal or state funds or other outside programs. Changes have tended to last only as long as the federal or state funds are provided. This means that there were no changes at all, but simply accommodations to federal or state programs. Lasting changes in education have come only when there which an internal commitment and a personal willingness to change on the part of educators, especially the classroom teachers.

It is evident that educators in the two cooperating schools need a career education program that will survive and make an impact on their school districts. Survival depends not only on the low "benefit versus cost" factors but on the ability of the program to establish itself in the mainstream of the school's educational program and have a lasting beneficial effect upon all students.

What, in conclusion, can high school teachers, as helping professionals do more effectively to help prepare students for the world of work and encourage students to plan more effectively for their own futures. Some recommendations may include the following:

1. To develop a sequentially structured program of preparing all students for the world of work incorporated in regular courses of study.

2. To make available career information and information on opportunities for all students. Teachers should check with their designated teacher in your school or contact the curriculum Specialist in your grade area through the Career Education Project, State Fair Community College.

3. Many community public agencies serve as helping resources for teachers and the entire school system, and these agencies offer specialized services that are beneficial to many individual students. A resource directory provided by the Missouri State Department of Education has been compiled to provide referral information for teachers who assist students and citizens in helping them realize their full potential in all aspects of human development.

4. To develop provisions through your school administration or coupling high school teacher and business/industry and public agency advisory committees to make these groups and the school more cognizant of each others problems and how to reduce them.

5. To develop provisions for improving lines of communication among counselors, work-study coordinators, and administrators in relation to preparing students for the world of work and job placement. Responses from the survey indicate that many high school teachers are actively assisting their students in job development and placement services

6. To help inform the community about the school's job development and placement program and the integration of career education in the school's curriculum.

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